

## EYSAC Building Sector Capability for Trainees



## COACHING FRAMEWORK FOR WORKPLACE LEADERS



**Early Childhood Australia**  
Tasmania Branch

SUPPORTED BY



**Tasmanian  
Government**

## **PURPOSE**

A coaching framework to directly upskill leaders and emerging leaders in sustainable approaches to coaching and supporting trainees in education and care settings. The framework encourages positive professional change through a process of reflection, planning, action and collaboration.

## **APPROACH**

The *EYSAC Building Sector Capability for Trainees* coaching framework for workplace leaders outlines a purposeful and incremental approach towards building workplace coaching capability. This is achieved through:

- the use of a coaching tool by leaders to capture and communicate ideas, activities and changes in practice, and
- onsite coaching, where the visiting project coach works alongside each leader (workplace coach) to deepen knowledge and capability.

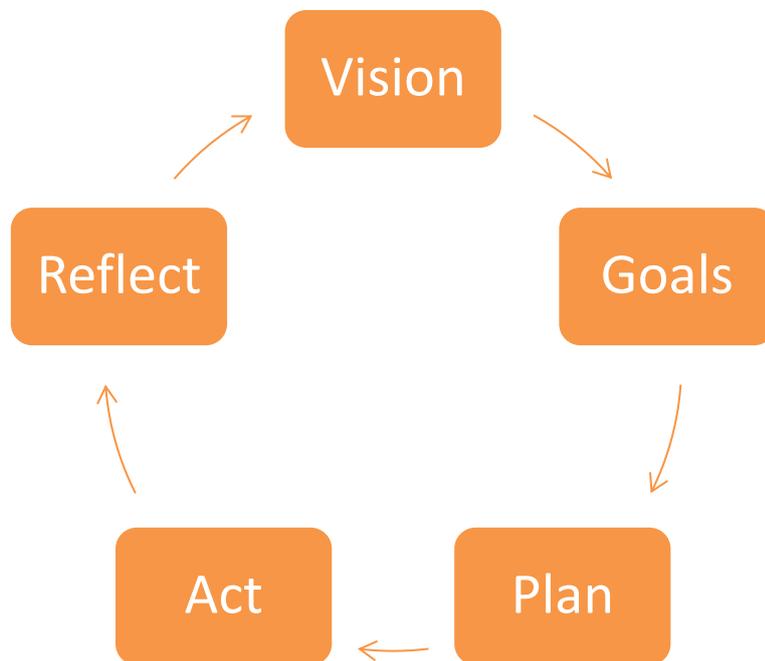
Complimentary to this, a sequence of online learning webinars to build knowledge of traineeships and the shared responsibilities of apprenticeship providers, RTOs, employers, service-based teams and trainees.

## **WHY COACHING?**

Workplace coaching is a proven method for meeting professional objectives through a focus on building defined professional skills, and confidence. It involves intentional and guided goal-setting, planning, action/practice and feedback.

During the *EYSAC Building Sector Capability for Trainees* project, participating workplace leaders are supported by the project coach to consider and re-consider how they can develop sustainable practices to support successful traineeships in their workplace. This includes preparation, active and passive supervision, task allocation and human skills (sometimes referred to as soft skills), such as making time to talk and answering questions.

## THE COACHING FRAMEWORK



The five-step cyclic coaching framework, outlined here, has been selected because it comfortably aligns with existing professional practice in education and care in relation to guiding children’s learning. As a result, this familiar approach enables the project coach and the workplace leader to work together decisively and confidently, optimising contact time, and establishing positive professional change.

### 1. VISION

Creating a robust vision for supporting traineeships is key to achieving positive outcomes and, more broadly, retention across the Tasmanian education and care sector.

While there are clear goals in relation to traineeships within the organisations participating in the EYSAC *Building Sector Capability for Trainees* project, workplace practices can sometimes be compromised due to a multitude of reasons, most commonly workforce shortage issues. A clear vision assists workplace leaders in keeping on track and overcoming any obstacles in supporting trainees.

Participating workplace leaders, with guidance from the project coach, create their own vision for effectively supporting trainees in the workplace at the beginning of each coaching cycle.

## **2. GOALS**

Goal setting makes visible the outcomes that need to be achieved in order to meet the vision and, more broadly, to achieve professional growth.

Goal setting, in the context of the *EYSAC Building Sector Capability for Trainees* project, considers the length of the project and the specific intent of building coaching capability to support trainees.

## **3. PLAN**

Planning pays attention to the sequence of practical actions that need to be undertaken to meet the goals and subsequently to embed professional change. Planning also ensures that actions will be achievable within a defined period.

In scope with the *EYSAC Building Sector Capability for Trainees* project, the project coach negotiates with each of the participating workplace leaders to ensure there is adequate time and available resources to achieve their goals.

## **4. ACT**

Translating plans into action is an opportunity to try things out, to practice new approaches. During this phase of the coaching cycle the project coach is frequently not present. Consequently, the *EYSAC Building Sector Capability for Trainees* coaching tool is used by participating workplace leaders to record and reflect (see next heading).

## **5. REFLECT**

Reflecting on actions initiated in the coaching cycle and measuring change is essential to shifting values and embedding new practices. This phase either confirms or challenges work to date and sets the stage for the next stage of the cycle, adjusting or re-setting the vision.

NOTE: When there is a need to adjust or re-set the vision, it is usually important to continue working through the coaching cycle for as many cycles as it takes to achieve the desired level of skill and confidence. In relation to the *EYSAC Building Sector Capability for Trainees* project, this will be limited by the duration of the project.

## **THE EYSAC *BUILDING SECTOR CAPABILITY FOR TRAINEES* PROJECT COACHING FRAMEWORK IN ACTION**

The EYSAC *Building Sector Capability for Trainees* project coaching framework for workplace leaders guides the focus and actions of the leaders and the project coach.

The framework ensures that the integrity of the EYSAC *Building Sector Capability for Trainees* project is maintained and that coaching activity is beneficial.

A complimentary EYSAC *Building Sector Capability for Trainees* Coaching Tool is used by participating workplace leaders to articulate professional change from vision to reflection.